

Report of Program Accreditation Recommendations

March 2011

Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

Staff Recommendation

That the Committee on Accreditation grant initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

A. Programs for Approval by the Committee on Accreditation

Program(s) of Professional Preparation for the Bilingual Authorization

United States University – Spanish

The United States University (USU) was previously the Inter-American College and has maintained its Bilingual Authorization since 1997. The university is committed to becoming a leading educational institution emphasizing quality, diversity and expanded educational opportunities for underserved communities. The concept of “La Familia” is central to the university’s mission and core values. It views its community of learners as a family and offers continual encouragement and support to its teacher credential candidates. The Bilingual Program was created by the School of Education in answer to the needs of the communities within the university service areas of San Diego and Orange Counties. It is grounded in sound theoretical frameworks, research regarding adult learning theory, state adopted K-12 academic content standards, Teacher Performance Expectations, California Standards for the Teaching Profession and the Bilingual Authorization Program Standards. The program design includes a developmental sequence of early field experiences, coursework, clinical practice and a comprehensive assessment process for candidates. Specifically, the bilingual program prepares candidates to a) teach in low-income and linguistically diverse schools; b) deliver instruction based on students' needs and learning styles; c) infuse the state mandated curriculum with students' culture and social environment; d) develop L1 content knowledge and skills as a basis for L2 acquisition; e) select, evaluate and adapt materials to meet grade level California Student Content Standards; f) assess students’ language to provide effective instruction; g) use formative and summative assessment to inform instruction; h) assist in closing the persistent academic achievement gap for English Language Learners. Our candidates exit the program armed with the knowledge, skills and abilities necessary in the field of bilingual teaching. They leave as reflective and exceptional urban professionals dedicated to linguistically and culturally diverse learners and their families and communities.

Program(s) of Professional Preparation for the Education Specialist Added Authorization
El Dorado County Office of Education – Autism Spectrum Disorders

The El Dorado County Office of Education (EDCOE) Special Services Department has developed an AASE-Autism program to meet the unique needs of our rural community. The program, which will lead to the completion of the Added Authorization in the area of Autism, consists of 7 courses (13 college units) which address the CTC standards related to Autism Spectrum Disorders. In addition to coursework, the program provides for guided practice, performance critiques, and a practicum to pull all of the information together into supervised practice. The program is staffed with individuals who have demonstrated expertise in the field of autism, including Licensed Educational Psychologists, Behavior Analysts and Teachers. The goal is to provide educators with the information, tools and practice necessary to implement appropriate programs for students with Autism Spectrum Disorders.

Program(s) of Professional Preparation for the Clear Education Specialist Credential
Touro University

The Touro University Education Specialist Clear Credential program consists of a three stage professional induction process. The blueprint for each candidate to complete her/his Education Specialist Clear Credential program is the Individualized Induction Plan, which uses the California Standards for the Teaching Profession as a blueprint for formative and summative assessments of the candidate's progress (IIP). This is a three course (9 unit program). This program is for candidates clearing their Mild/Moderate and/or Moderate/Severe Education Specialist credentials.

San Jose Unified School District

SJUSD's Clear Induction Program is a single district program for Clear Multiple Subject, Single Subject, and Education Specialist Mild/Moderate, Moderate/Severe Preliminary, Early Childhood credentials. The program design is purposefully and logically sequenced two-year job embedded professional development that builds upon and extends a participant's preparation in order to prepare him/her to meet the academic learning needs of all students. Each Participating Teacher (PT) is assigned a Support Provider (SP) whose role is to provide individualized support in application of Pedagogy and Universal Access in response to the assessed needs of the teacher as identified by formative assessment and reflection. The goal of the program is to accelerate a teacher's development and advance performance by developing thoughtful, reflective practitioners early in their career. SJUSD's Clear Induction Program promotes collegiality, the importance of collaboration, and life-long learning which in turn increases teacher efficacy and retention while improving instruction for all students.

Antioch Unified School District

The Antioch Unified School District Induction Program for Education Specialists provides the experience through which Education Specialists holding Preliminary or Level 1 Mild/Moderate and Moderate/Severe credentials earn a Clear Credential. The primary goal of the program is to provide Participating Teachers with multiple opportunities to build upon and implement the knowledge and skills acquired during teacher preparation inclusive of each of the categories under IDEA. Through use of the *Formative Assessment for California Teachers* (FACT) system and the on-going support of a skilled Support Provider, Participating Teachers engage in self-

selected professional development activities and gather supporting evidence to demonstrate their ability to address the *California Standards for the Teaching Profession* (CSTP) and Clear (Induction) Program Standards in their current context for teaching. This two-year inquiry-based process includes multiple collaborative experiences with colleagues and resource personnel to facilitate professional growth as candidates reflect and improve upon their teaching as part of a continuous improvement cycle.

B. Notification about the Transition of Professional Preparation Program(s)

The items listed below are for notification purposes only. No action is needed.

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

There are no transitioning programs this month.

C. Program(s) of Professional Preparation Moving to Inactive Status

The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)

Concordia University

Single Subject Intern Program, effective September 1, 2011.

D. Professional Preparation Programs(s) Requesting Reactivation

There are no programs requesting reactivation this month.

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following program has been requested by the institution. The date of withdrawal will be the date of the COA's action.

When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

There are no programs requesting withdrawal this month.